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This report describes the Council's major activities during 1965-67, its work plan for 1967-68, and several recommendations which will assist program coordination and effectiveness. Findings of the inventory of Federally-supported programs in extension and continuing education (contracted to Greenleigh Associates, Inc.) indicate that program development is markedly uneven across the country, and a number of Federal agencies and offices could not complete the inventory questionnaire with a high degree of reliability or detail because the program information required was not available. Concern was expressed about the lack of trained personnel to develop and implement programs. The Council is developing program evaluation criteria and (with regard to Title I of the Higher Education Act of 1965) recommends: (1) continuation of the grant program; (2) continuation of the 75% Federal - 25% non Federal matching requirements for the next two years; and, (3) allocations of at least 10% of Title I appropriations for special demonstration and experimental projects. (Appendixes include a summary of the Greenleigh findings, the Council personnel, and a description of the Council's field trips.) (dm)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FIRST ANNUAL REPORT

OF THE

NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION

PRESENTED TO

THE PRESIDENT OF THE UNITED STATES

AND THE

SECRETARY OF HEALTH, EDUCATION, AND WELFARE

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MAR 3 1 1967

Dear Mr. President:

On behalf of the National Advisory Council on Extension and Continuing Education, as authorized by Public Law 89-329, I am privileged as Chairman to submit to you the First Annual Report of the Council.

The Council was created by Title I of the Higher Education Act of 1965 to advise the Commissioner of Education on Title I program administration and coordination and the President and Secretary on the administration and effectiveness of all Federally-supported extension and continuing education activities and services.

This report describes the Council's major activities during the past year, its work plan for the coming year, and several recommendations which would assist program coordination and effectiveness. These activities are:

The Council is developing an inventory of Federally-supported extension and continuing education programs which will indicate duplication and problems in the administration of Government programs in this area.

The Council is developing appraisal criteria for the evaluation of program effectiveness.

The Council requests Government agencies which conduct extension and continuing education programs to prepare information for the Council's evaluation task.

The Council supports the Administration's position on:

1. The continuation of the grant program - Title I of the Higher Education Act of 1965;

2. The continuation of the 75 percent Federal - 25 percent State matching requirements for the next two years;

3. The allocations to the Commissioner of Education of a minimum of ten percent of Title I appropriations for special demonstration and experimental projects.

The Council members are prepared to discuss their findings and recommendations further with anyone you may designate.

Respectfully yours,

Harold Howe II
U.S. Commissioner of Education

The President
The White House
Washington, D.C.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
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This report describes the Council's major activities during the past year, its work plan for the coming year, and several recommendations which would assist program coordination and effectiveness. These activities are:

> The Council is developing an inventory of federally-supported extension and continuing education programs which will indicate duplication and problems in the administration of Government programs in this area. The Council is also developing appraisal criteria for the evaluation of program effectiveness.
>
> The Council supports the Administration's position on the continuation of the grant program and on the distribution of funds under Title I of the Higher Education Act of 1965.

Steps have been taken by this Office to study these recommendations as a basis for Office of Education proposals to the end that the purposes of Title I may be better achieved.

We deeply appreciate this opportunity to be of service.

Sincerely yours,

Harold Howe II
U.S. Commissioner of Education

Honorable John W. Gardner
Secretary of Health, Education,
and Welfare
Washington, D.C.

THE PRESIDENT'S NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION

Harold Howe II, U.S. Commissioner of Education
Chairman of the National Advisory Council

Honorable Ivan Allen, Jr.
Mayor of Atlanta
Atlanta, Georgia

Mrs. Dorothy Ford
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13504 Cheltenham Drive
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Rev. William P. Haas, O.P.
President
Providence College
Providence, Rhode Island

Dr. Fred H. Harrington
President
University of Wisconsin
Madison, Wisconsin

Mr. Patrick Healy
Executive Director
National League of Cities
Washington, D.C.

Dr. Cyril O. Houle
Professor of Education
University of Chicago
Chicago, Illinois

Dr. John Hove
Chairman, English Department
North Dakota State University
Fargo, North Dakota

Dr. Edward L. Keller
Vice President for Public Affairs
Pennsylvania State University
University Park, Pennsylvania

Dr. William Tudor
Assistant to the Vice President
for Student Area Services
Southern Illinois University
Edwardsville, Illinois

Miss Maria Urquides
Dean of Girls
Pueblo High School
Tucson, Arizona

Dr. Thurman J. White
Dean
College of Continuing Education
University of Oklahoma
Norman, Oklahoma

Mrs. Roy Wilkins
Director of Community Relations
New York City Department of Welfare
New York, New York

One representative each from the Department of Agriculture, Commerce, Defense, Labor, Interior, State, Housing and Urban Development, as well as the Office of Economic Opportunity and Small Business Administration.

NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION

PUBLIC LAW 89-329 79 Stat. 1223

FIRST ANNUAL REPORT

It could have begun with the town meeting in colonial America. Some say it started with the Lyceum or Chautauqua. Whatever the origin, wherever adults gathered together to learn, that is where it began - the phenomenon which now encompasses 25 million Americans in extension and continuing education.

Today, the field of university-level extension and continuing education shares a major responsibility for the educational needs of the nation's adult population. Changing technology and the demands of an increasingly complex society have brought extension and continuing education into the foreground of the educational structure. Federal interest has sharpened the focus and intensified the development of adult education with far-reaching effects in the university community and in the State government level.

The Federal Government began to strengthen extension and continuing education in the mid-1860's. The Morrill Land-Grant College Acts, the Smith/Lever Act, and other laws gave rise to agricultural extension, which became the problem-solving agent for rural America.

And now extension and continuing education has become a function of a majority of government agencies.

The Department of Agriculture last year spent $90 million for its Cooperative Extension Service.

The Department of Commerce, in administering the State Technical Services Act, allocated $3.5 million in fiscal 1966 for continuing education. Participants from industry and state and local government included scientists, engineers, technical managers, and business administrators.

The Department of Defense operates an extensive program in voluntary education for off-duty personnel. From October 1965 to October 1966, Defense spent $5.2 million to provide continuing education for 304,300 military personnel.

The Department of Labor last year spent $401 million for manpower education and training. The National Science Foundation spent over $40 million for special teacher-training institutes.

Title V of the Economic Opportunity Act established the Work-Experience Program administered jointly by the Office of Economic Opportunity and the Department of Health, Education, and Welfare. Title V funds have been used to train 133,000 persons from December 1964 to November 1966. These

training programs in extension and continuing education are not at the university level.

In a survey of 33 federal agencies and offices, 19 agencies and independent commissions identified 115 university-level extension and continuing education programs serving millions of people in and out of Government.*

Title I of the Higher Education Act of 1965 is one of the newest Federal programs in extension and continuing education. It brings the resources of institutions of higher education, public and private, to bear upon the solution of community problems. This legislation marks the Federal Government's first attempt to bring higher education into direct community problem-solving in urban, suburban and rural areas. The emphasis is on urban and suburban problems.

Noting the array of extension and continuing education programs within the province of the Federal Government, Congress provided a key to their coordination. The National Advisory Council on Extension and Continuing Education** was established in the Title I (HEA) legislation and was assigned two major tasks.

The first: to oversee the administration of Title I. The second and broader charge requires the Council to review the administration and effectiveness of all Federally supported extension and continuing education programs, including the Title I program. The Council will advise the United States Commissioner of Education on the effectiveness of Title I program administration. It will also recommend to the Secretary and the President possible changes necessary either through future legislation or through policy which would effectuate coordination.

COUNCIL ACTION

Upon its appointment, the Council moved quickly to examine the literature available in the area of extension and continuing education*** and then made two decisions. Recognizing that information on Federally-supported adult education programs was incomplete and relatively out-of-date, the Council recommended developing a continuous inventory, or basic catalogue, of these programs which would provide a profile of current activities in the field.

* Conducted by Greenleigh Associates, Inc. under contract to Dept. of Health, Education, and Welfare, No. OEC-1-7-000000-2589.

** Description of National Advisory Council. See Appendix II.

*** Liveright, Alexander, Study of Adult Education, 1965. Quattlebaum, Chas. A., Federal Educational Policies and Proposals, Committee Print, House Committee on Education and Labor, Washington, D.C., U.S. Government Printing Office, 1960. Bureau of the Budget, Federal Education, Training and Related Programs, January 1967.

The Council's second decision was to undertake a fact-finding mission to gain first-hand knowledge and experience.* It visited 23 programs in three states to acquire sensitivity and understanding of higher education's role in extension and continuing education. These programs were administered by seven different government agencies or offices.

The on-site sampling by the Advisory Council demonstrated that the work ahead required intensive and detailed planning if its efforts were to have any impact on Federally-supported extension and continuing education programs. The next logical step was to outline specific tasks which would enable the Council to make judgments useful to decision makers in the Federal executive and legislative branches.

The Council will use its inventory as a yardstick for measuring program scope. It will also develop criteria, program objectives and priorities, and a relevant structure for program classification - all of which would help it evaluate extension and continuing education programs receiving Federal support. The Council then will be in a better position to make collective and objective judgments on program effectiveness once the evaluation was completed.

In preparing its workload, the Council found wide diversity in program activity which makes assessment difficult. The data available to the Council from the interim inventory report** indicated that program developmentis markedly uneven across the country. Further, the Council observed that a number of Federal agencies and offices could not complete the inventory questionnaire with a high degree of detail or reliability because the program information required was not available.

Another area under question was the relationship of extension and continuing education to the university as a whole. A continuing education system aimed at solving problems while adding to universal and individual knowledge can offer exceptional benefits to society. College and university extension and continuing education programs have direct access to university research and experimentation. Communities can benefit from this research through assistance in problem-solving activities; these also pay great dividends in individual human growth and development. New methods of solution, fed back into the system of higher education, can become part of the body of institutional knowledge. However, the Council must still determine whether or not higher education is making maximum use of its resources. The Council's inventory and evaluation system will be crucial in answering this question and similar ones concerning university extension and continuing education programs supported by the Federal Government.

To complete its task, the Council also looks to allied Federal efforts in data collection. It will use reports from the long-range study of the Cooperative Extension Service now in progress; results from experiments by the Department of Housing and Urban Development with 4-H programs in

* See Appendix III - National Advisory Council Field Trip

** See Appendix I

urban areas; experience of the Office of Economic Opportunity with extension services; evaluation by the Department of Commerce of its Technical Services Program; and the continuing evaluation of the effectiveness of Title I (HEA).

In addition, the Council plans to hold regional conferences with representatives from state agencies, community organizations, and academic institutions. The purpose of these conferences will be coordination of university resources with community problems and state-wide priorities to guarantee full and effective use of higher education's institutional capabilities. The Advisory Council will then apply this study of coordinated efforts to future extension and continuing education activities.

OBSERVATIONS

During its first year of service, the National Advisory Council on Extension and Continuing Education has had an unusual opportunity to consider and reflect upon the capability-level of university extension and continuing education.

As a result of its year-long learning activities, the Council has serious concern about:

1. The shortages of categorical information on Federally-supported extension and continuing education programs.

2. Inadequate human resources - teachers, teacher-trainers, and administrators - to develop and implement effective extension and continuing education programs.

3. The need to revise certain aspects of the legislation governing Title I of the Higher Education Act of 1965.

The President has said that "today the country faces important challenges of organization and effective evaluation." If extension and continuing education projects are to be effective, the Council must have necessary and sufficient information to measure and support program effectiveness.

RECOMMENDATIONS - ALL FEDERAL PROGRAMS

In order to complete its legislative mandate, the National Advisory Council recommends that all Federal agencies involved in college and university-level extension and continuing education be required to develop criteria consistent with the Council's program evaluation criteria. While some Federal agencies are doing this now, many must still revise or refine their present systems.

The evaluation criteria should cover such points as:

1. How urgent are the problems?
2. How relevant is the program to its identified goals?
3. How comprehensive is the program in relation to its objectives?
4. How feasible is the implementation of the program?
5. What resources are available?
6. How flexible are the program approaches in relation to objectives?
7. What is the present level of response to the program?

Using these measurements, the Council could then make recommendations for program effectiveness and suggest coordination of existing programs.

To keep its inventory current and its information precise, the Council also recommends that Government agencies with extension and continuing education programs submit formal program reports.

RECOMMENDATIONS - Title I

In discharging its responsibility to report annually to the Secretary and to the President, the Council recommends the following legislative changes in Title I:

1. The Council supports the Administration's request to extend the authorization of funds for the next five fiscal years. Because the program is new and its scope of activities has been limited by the level of Federal fundings, this change would provide a better experience for measuring progress.

2. The Council also supports the Administration's position that the 75% Federal - 25% non-Federal matching requirement be maintained for the next two years. Many states have indicated that the 50-50 matching principle would allow participation for only the large public institutions of higher education and for a few of the larger private institutions. Most smaller public and private colleges and universities cannot afford the larger matching requirement and would be lost to the program.

Many small public and private institutions have developed extension and continuing education programs for the first time. They are keenly interested and are learning to become effective forces in community services. Because of their commitment, the Council asks that the 75-25 matching requirement be maintained.

3. The Council also supports the Administration's request that ten percent of the appropriated funds for Title I be set aside for the Commissioner of Education to allocate to special projects. The Council believes that the Commissioner should be empowered to fund programs which are developed jointly by universities and communities to cover experimental projects and innovative educational methods. The multiple problems associated with such things as rapid urbanization, technological and social change, professional needs, can-

not always be solved within the restrictions of state boundaries, and competencies. Successful experiments funded on the basis of regional or national priorities could then be repeated in other Title I projects.

CLOSING COMMENTS

During its first year, the National Advisory Council has worked to involve university-based extension and continuing education in the solution of complex and widespread community problems. The Council sees as its long-range goal a comprehensive, coordinated extension and continuing education program which can effectively use Federal dollars and the total resources of higher education for human development through public service.

APPENDIX I

FEDERALLY-SUPPORTED EXTENSION AND CONTINUING EDUCATION PROGRAMS, LISTED BY AGENCY: RESOURCES EMPLOYED AND PERSONS SERVED, IN 20 PROGRAMS IN 9 AGENCIES

Agency and Program Title	Resources Employed			Higher Ed. Institutions			Persons Served	
	Federal Dollars	Other Dollars	Teachers	Total	Public	Private	Type	Number
AGRICULTURE, FEDERAL EXTENSION SERVICE Cooperative Extension Service	$90,335,000(FY'66)	N.R.[1]	15,100	52	52	-	Farmers, homemakers, poverty population, youth	N.R.
CIVIL SERVICE COMMISSION Interagency Training Programs	Over $1,000,000	-[2]	N.R.[5]	N.R.	N.R.	N.R.	Federal employees	22,000(FY'66)
COMMERCE State Technical Services Act	3,500,000(FY'66)	N.R.[1]	N.R.[5]	102	72	30	Scientists, engineers technical managers, business administration personnel, in industry and State or local governments	N.R.
DEFENSE Off-Duty Voluntary Educational Program	5,250,000(FY'66)	-	N.R.	400	N.R.	N.R.	Active-duty military personnel	304,300 (Oct. '65-'66)
HEW, WELFARE, CHILDREN's BUREAU Child Welfare Services*	3,606,277(FY'66)	N.R.[1]	N.R.	N.R.	N.R.	N.R.	Child welfare workers employed by State or local governments	1018(FY'65)
HEW, PUBLIC HEALTH SERVICE, HEALTH MANPOWER BUREAU Continuing Education Branch Dental Health Center	247,000(FY'66)	-	N.R.	N.R.	N.R.	N.R.	Dentists	N.R.

LABOR, MANPOWER ADMINISTRATION Manpower Development and Training	400,951,000(FY'66)	N.R.[1]	N.R.	N.R.	N.R.	N.R.	Mentally handicapped, Negroes, physically handicapped, poverty population, unemployed, youth, older workers prison inmates	500,000
MDTA's Experimental and Demonstration Manpower Program	20,000,000(FY'66)	-	N.R.	N.R.	N.R.	N.R.	Ditto	N.R.
MDTA's Research Program*	3,800,000(FY'66)	-	N.R.	67	N.R.	N.R.	Ditto	N.R.
NATIONAL SCIENCE FOUNDATION College Teacher Programs	5,277,260(FY'66)	-	N.R.	93	58	35	College teachers of science, mathematics, engineering	N.R.
Institutes for Secondary School Teachers of Science and Mathematics	35,433,588(FY'66)	-	N.R.	272	169	103	Teachers of science or mathematics in grades 7-12, and supervisory personnel	N.R.
Research Participation for High school teachers	719,237(FY'66)	-	N.R.	50	31	19	High School teachers of science and mathematics	1,300

HEW, WELFARE, BUREAU OF FAMILY SERVICES								
Staff Development, State Welfare Personnel	14,000,000(FY'66)	N.R.[1]	500	N.R.	N.R.	N.R.	Social workers employed by State or local governments	23,524(FY'65)
Work Experience and Training Program, Title V, Economic Opportunity Act	112,500,000(FY'66)	N.R.[3]	N.R.	N.R.	N.R.	N.R.	Recipients of public assistance and other members of poverty population	133,000 (Dec. '64-Nov. '66)
INTERIOR, BUREAU OF INDIAN AFFAIRS								
Adult Education, American Indians	1,100,621(FY'66)	-	N.R.	N.R.	N.R.	N.R.	American Indians	28,831(FY'66)
Employment Assistance for American Indians	11,421,000(FY'66)	-	N.R.	3	3	-	American Indians	5,108(1963)
JUSTICE, IMMIGRATION AND NATURALIZATION								
Citizenship Education and Training Program**	89,566(FY'66)	4	-	N.R.	N.R.	N.R.	Immigrants	96,678
JUSTICE, PRISONS								
Educational and Vocational Training for Federal Prisoners	2,900,000(FY'66)	-	N.R.	3	1	2	Federal prisoners	17,613(FY'66)
JUSTICE, FBI								
FBI Field Police Training Program	533,000(FY'66)	-	N.R.	32	32	-	State and local law enforcement personnel	163,149(FY'66)
FBI National Academy	55,000(FY'66)	-	N.R.	6	6	-	State and local police personnel	200 (Annually)

FOOTNOTES FOR APPENDIX I

*The asterisk identifies programs which are not exclusively extension or continuing education.

**The double asterisk identifies "community service" programs.

N.R. means "Not Reporting".

1. Matching funds required for state and local sources varying from 50% to 75% of the total cost of the program.
2. No matching funds required.
3. State contributes material and equipment.
4. Federal Government supplies text books only, the rest is non-Federal.
5. Educational offerings vary from single lectures or seminars to extend courses. Large numbers of persons serve as guests speakers, and may serve on more than one occasion.

APPENDIX II

DESCRIPTION OF NATIONAL ADVISORY COUNCIL

Council Identification

The National Advisory Council on Extension and Continuing Education is a Presidentially-appointed committee. It meets at least twice annually or at the call of its Chairman, the U.S. Commissioner of Education. The Council was created by the legislation for Title I of the Higher Education Act to insure the effective coordination of all Federally-supported continuing education and extension programs. Its members include men and women knowledgeable in the major areas of concern set out in the legislation.

Mr. Patrick Healy, Executive Director, National League of Cities, and the Honorable Ivan Allen, Mayor of Atlanta, focus attention on urban America. Sharing Mayor Allen's special concern for civil rights is Mrs. Aminda Wilkins, Director of Community Relations, Department of Welfare, New York City. Two other women also grace the Council. Mrs. Maria Urquides, Dean of Girls, Pueblo High School, Tucson, Arizona, is in a special position to identify needs of minority and youth groups in rural America. Dr. Dorothy Ford, former president, National Federation of Business and Professional Women and currently a vocational education consultant in Los Angeles, reflects the importance of continuing education for adult women in community problem-solving.

Possessing rich experience in the development and administration of some of the largest and most successful extension and continuing education systems in the nation are: Dr. Edward L. Keller, Vice President for Public Affairs, Pennsylvania State University; Dr. William J. Tudor, Special Assistant for Federal Affairs and Public Relations, Southern Illinois University; Dr. Thurman J. White, Dean, College of Continuing Education, University of Oklahoma; and Dr. Fred H. Harrington, President, University of Wisconsin. These educators are also thoroughly knowledgeable in the role of Federal assistance in higher education.

Rev. William P. Haas, President, Providence College, Rhode Island, and Dr. Cyril O. Houle, Professor of Education, University of Chicago, draw attention to the significant contribution which the private urban institutions of higher learning can make to a fully coordinated program of community service.

Dr. John Hove, Chairman, English Department, North Dakota State University, focuses attention upon the role of adult education in the humanities as a means of social ameliorization.* One representative each from the Departments of Agriculture, Commerce, Defense, Labor, Interior, State, Housing and Urban Development, as well as the Office of Economic Opportunity and Small Business Administration complete the Council membership. Other Federal agencies having extension education responsibilities may become a part of the Council if the President desires.

The Council members acknowledge the special obligation to consider the role of universities and colleges in Title I planning while recognizing the broader scope of all other Federally-assisted extension and continuing education programs which often draw upon resources.

The Council's first meeting was held on March 7-8, 1966, in Washington, D.C. Council members were sworn in, and the Chairman, U.S. Commissioner Harold Howe II, reviewed its functions. The Commissioner told the Council that he looked to it for assistance in the development of Title I state plans and in reviewing regulations governing the administration of Title I. The Commissioner described its major mission as reviewing the effectiveness and the administration of all Federally-supported extension and continuing education programs and of advising on any overlap or duplication.

The Council approved the Title I regulations and named an "Ad Hoc" committee to plan means of evaluating those programs covered by the legislation. Special attention was given to the difficulties to be faced in the early experimental years of Title I. With these in view, the Council allowed for a broad interpretation of the terms of the law and the regulations to encourage the states and participating universities and colleges to explore all possible approaches to community problem-solving. The Council judged that any premature imposition of priorities or criteria not based on tested experience would defeat the very purpose of the legislation. From its first meeting, the Council accepted its responsibilities, fully aware that it was obliged both to assist in the initiation of new and innovative approaches to urgent problems and to review the entire involvement of the Federal Government in extension and continuing education programs of proven validity but with approaches different from that of Title I.

The "Ad Hoc" planning committee met in Washington in April 1966 to discuss the Advisory Council's immediate and long-range agenda. Recognizing the Advisory Council's role as a review board of the administration and effect-

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*Description of Council members prepared by Ad Hoc Committee of the Council, Rev. William P. Haas, Chairman.

iveness of all Federally-supported continuing education programs, the Committee recommended an inventory of such programs. It also laid out a five-year mission which would annually up-date the inventory and report the key activities of its charge.

In June, the Advisory Council as a whole met again in Washington to discuss the Committee's recommendations. As a first step, the full Council approved the development of the inventory. The Council also decided that one of the best ways to gain insights into programs for which they had a responsibility was to observe their operation in the field. Council members thus proposed a field trip which would take them to three separate states where they could observe the operations of a variety of extension and continuing education programs conducted under the Federal support.

APPENDIX III

NATIONAL ADVISORY COUNCIL FIELD TRIP

In September, the Advisory Council met in Milwaukee, Wisconsin, the starting point for the field trip. University of Wisconsin's President Fred H. Harrington, a member of the Council, met with the group at the outset. His words marked the importance of "the coordination of proliferating extension and continuing education programs within the Federal Government. The Government," he said, "must act on the business of coordinating continuing education or the present individual and piecemeal approach will remain unchanged."

Wisconsin - Rural and Urban Programs

Council participants were assigned to three different groups for the Milwaukee trip. One group examined programs within the suburban and nearby rural areas. A second looked at Milwaukee inner-core programs. The third viewed other urban area programs.

The first group visited a housing development where a 4-H club provided activities for homemakers and children. The group then traveled out to a rural county to note changing relationships that developed as the city encroached upon farm country.

The group found that programs within the suburban and rural area had a 90% non-rural clientele, but were administered generally by University personnel who had once been part of cooperative extension. These former "ag" workers were successfully applying their know-how to urban and suburban problems. The project provided the Council with an example of the flexibility of university extension in adapting itself to programs independent of Title I funding and coming to grips with pressing urban problems.

The second group examined a Small Business Administration program designed to instruct Negro businessmen in basic business skills. The program was a cooperative venture between University Extension and SBA. Members also visited an OEO-funded program designed to improve the employability of women welfare recipients. A Federally-supported older worker program in which senior citizens were being trained to help other persons who were getting ready to retire completed the itinerary for this group.

Group III visited the University of Wisconsin, Milwaukee; the Milwaukee Vocational Institute; and Marquette University. At Marquette University, a private institution, a Federal program was making it possible for the "inner-city" poor to work with the academic community, rather than the reverse. Marquette also received Title I (HEA) funds to develop a seminar on "Leadership Training in Youth Recreational Programs." The course was prepared in cooperation with civil rights leaders in anticipation of a seminar that would bring inner-city leaders to the Marquette campus. It was designed to assist inner-city agencies to develop new techniques in

approaching area youth using the faculties of the Department of Psychology and the School of Education.

Rutgers - Community Action Training

The Advisory Council continued its study with an analysis of New Jersey's system of extension and continuing education, at Rutgers, The State University.

Two OEO-funded community-oriented adult education programs conducted at the Rutgers Labor Education Center were the first to be observed. One was a training program for low-income persons to prepare them for community action service. The other program was directed to disadvantaged adults who were being trained as adult education aides. They learned how to make up the courses that they would be teaching, to conduct surveys on adult education, and to refer people to other agencies for individual continuing education.

The Rutgers visit enabled the Council to observe at first-hand the proliferation of programs and the role of cooperative extension in the urban sectors.

Georgia - Community Services

The Advisory Council continued its observations at the University of Georgia, Athens. Before proceeding to the University, the Council met with Mayor Carl J. Hale of Statham, Georgia, and the local citizens' advisory council. This citizens' group was then participating in a community development class conducted by the University under Title I (HEA).

Welcoming the Council, the Mayor explained that until recently Statham had been a farming community which began to decay in 1925 when Southern agriculture began to drop. "The community now feels that decay has been arrested, and a new spirit of optimism has been created," he said. "We have just about the same problems here that one finds in the larger towns and cities. For example, our water and sewer systems and other service facilities were designed for 500 people. We now have about 1,000 people in the city limits and about 1,000 including the fringe area that we are trying to serve. Too, we are short of funds," the Mayor said.

Mayor Hale thanked the Council for assistance given his town through the Title I project, but felt that the course offered "did not go deep enough." He pointed out that he is a spare-time mayor untrained in public administration and that it "would be a great comfort to know there is expert assistance available when we have to make a decision."

At the University of Georgia Continuing Education Center, the Council was welcomed by President O.C. Aderhold and then briefed on the University's involvement in community services and continuing education. The briefing described the Statham project as part of broader Title I workshops which earlier had brought community leaders, educators, community development ex-

perts, and area planning and development staffs together at the University. These workshops were planned to examine the need for a unified effort in dealing with community problems; to understand the principles and procedures necessary for working with community development programs; and to learn the skills needed in demonstrating development. University professors from the Colleges of Arts and Sciences, Law, and Education and the School of Business helped in planning the program.

Council members visited three other continuing education projects: a class of rural Negro women, taught by a home demonstration agent, which was concerned with home economics and family life; a class, conducted by a county agent, concerned with problems of a formerly rural county now "straining with urban development." The third project, for state executive personnel with long experience and responsibility, was designed to improve their performance and capabilities. Discussion with three participants provided strong testimony on value of training for older public executives.

SUMMARY OF PROGRAMS VISITED

Sponsoring Agency	Number Visited
OEO	3
Small Business	3
Coop Extension	6
Technical Services	1
Title I	7
State Department of Health	1
General Extension	2
	23 Total

The Advisory Council field trip was the first time that any national group had sampled Federally-supported university extension programs on a comprehensive basis. The Council recognized numerous strengths and weaknesses in the programs it saw in the field, but for those who participated, the trip brought enlightened understanding of diverse Federally-supported extension and continuing education programs. The Council now had a close-range, detailed experience with education programs available through Government agencies. On the basis of this experience, the Council could now identify some areas where recommendations could be developed on coordination in Federally-supported extension and continuing education.

The Council reflected also on the role of the university with respect to Title I of the HEA. It saw the diversity of project employing academic resources under several Federal agencies clearly demonstrating the unique capabilities of universities and colleges, both public and private, to fulfill the intentions of Title I. Such institutions have the research facilities and personnel to experiment in problem identification and solution. They are in a position to identify with community problems because of location or student and faculty characteristics. They can train others to carry on projects resulting from such experimentation and can, therefore, transfer the

continuing responsibility to appropriate public agencies.

The complexity of Federally-supported extension and continuing education programs, while a cause for legitimate concern, suggests that the academic institutions of the country still have much to offer in the solution of today's pressing urban, suburban, and rural problems.

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